21st Century Skills and RRRII

Dr. Richard D. Jones & Dr. Kathleen Weigel



International Center for Leadership in Education

Activity

Scavenger Hunt



 Federal Reserve note with a serial number that does not contain number 1 or 3

- Federal Reserve note with a serial number that does not contain number 1 or 3
- An item over 30 years old

- Federal Reserve note with a serial number that does not contain number 1 or 3
- An item over 30 years old
- Any item a special family member gave you

- Federal Reserve note with a serial number that does not contain number 1 or 3
- An item over 30 years old
- Any item a special family member gave you
- Item a child gave you

- Federal Reserve note with a serial number that does not contain number 1 or 3
- An item over 30 years old
- Any item a special family member gave you
- Item a child gave you
- Anything without worth

- Federal Reserve note with a serial number that does not contain number 1 or 3
- An item over 30 years old
- Any item a special family member gave you
- Item a child gave you
- Anything without worth
- A writing pen (not marker) that does not have blue or black ink

- Federal Reserve note with a serial number that does not contain number 1 or 3
- An item over 30 years old
- Any item a special family member gave you
- Item a child gave you
- Anything without worth
- A writing pen (not marker) that does not have blue or black ink
- Something borrowed

- Federal Reserve note with a serial number that does not contain number 1 or 3
- An item over 30 years old
- Any item a special family member gave you
- Item a child gave you
- Anything without worth
- A writing pen (not marker) that does not have blue or black ink
- Something borrowed
- Something you wish you could throw away but can;'t

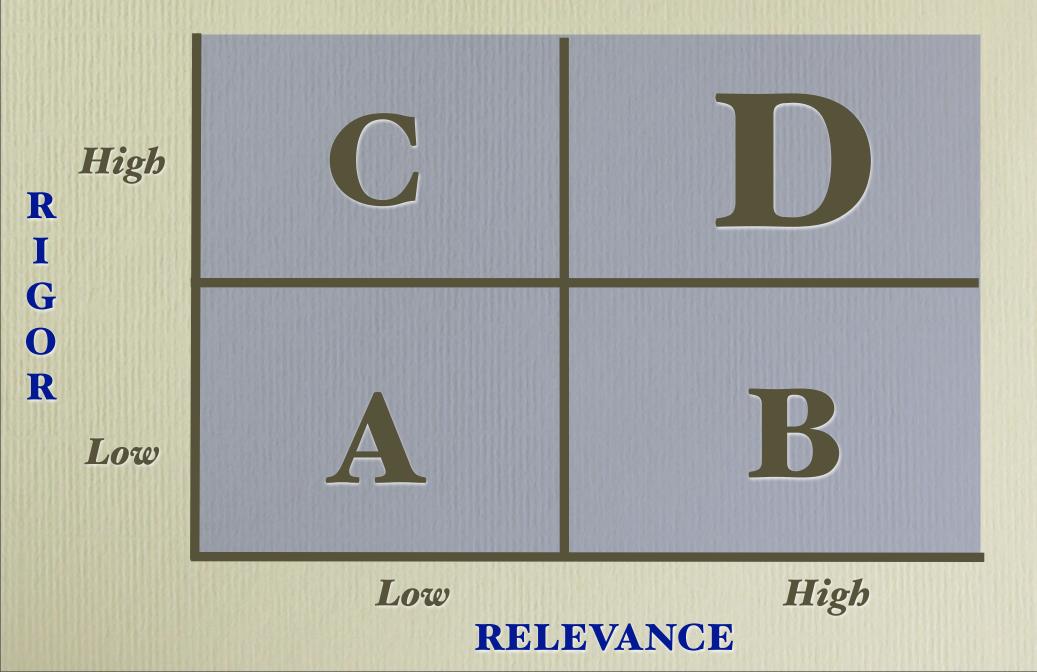
- Federal Reserve note with a serial number that does not contain number 1 or 3
- An item over 30 years old
- Any item a special family member gave you
- Item a child gave you
- Anything without worth
- A writing pen (not marker) that does not have blue or black ink
- Something borrowed
- Something you wish you could throw away but can;'t
- One brown shoe

Reflecting on SessionI

What have you done?

What will you do?

Rigor/Relevance Framework





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Activity

Rigor Relevance Test



Which Quadrant is labeled as High Rigor and High Relevance?



Which Quadrant is labeled as High Rigor and High Relevance?

A



Which Quadrant is labeled as High Rigor and High Relevance?

A

B



Which Quadrant is labeled as High Rigor and High Relevance?

A

B

C



Which Quadrant is labeled as High Rigor and High Relevance?

A

B

C

D



Which Quadrant is labeled as High Rigor and High Relevance?

A

B

C





Which Quadrant is most frequently tested?



Which Quadrant is most frequently tested?

A



Which Quadrant is most frequently tested?

A

B



Which Quadrant is most frequently tested?

A

B

C



Which Quadrant is most frequently tested?

A

B

C

D



Which Quadrant is most frequently tested?

A

B

C

D



Which Quadrant leads to greater engagement and retention?



Which Quadrant leads to greater engagement and retention?

A



Which Quadrant leads to greater engagement and retention?

A

B



Which Quadrant leads to greater engagement and retention?

A

B

C



Which Quadrant leads to greater engagement and retention?

A

B

C

D



Which Quadrant leads to greater engagement and retention?

A

B

C





Which defines Rigor?



Which defines Rigor?

More and longer assignments



Which defines Rigor?

More and longer assignments

High level thinking and reflection



Which defines Rigor?

More and longer assignments

High level thinking and reflection

Rigid deadlines



Which defines Rigor?

More and longer assignments

High level thinking and reflection

Rigid deadlines

Increased difficulty



Which defines Rigor?

More and longer assignments

High level thinking and reflection

Rigid deadlines

Increased difficulty



Which defines Relevance?



Which defines Relevance?

Learning is fun



Which defines Relevance?

Learning is fun

Student choice



Which defines Relevance?

Learning is fun

Student choice

No grades



Which defines Relevance?

Learning is fun

Student choice

No grades

Application to the real world



Which defines Relevance?

Learning is fun

Student choice

No grades

Application to the real world



Which Quadrant is most important?



Which Quadrant is most important?

A



Which Quadrant is most important?

A

B



Which Quadrant is most important?

A

B

C



Which Quadrant is most important?

A

B

C

D



Which Quadrant is most important?

A

H



Which Quadrant is labeled as High Rigor and High Relevance?



Which Quadrant is labeled as High Rigor and High Relevance?

A



Which Quadrant is labeled as High Rigor and High Relevance?

A

B



Which Quadrant is labeled as High Rigor and High Relevance?

A

B

C



Which Quadrant is labeled as High Rigor and High Relevance?

A

B

C

D



Which Quadrant is labeled as High Rigor and High Relevance?

A

B

C





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Activity

Rigor Relevance Rating



C 4,5,8,12

1,7,13,16

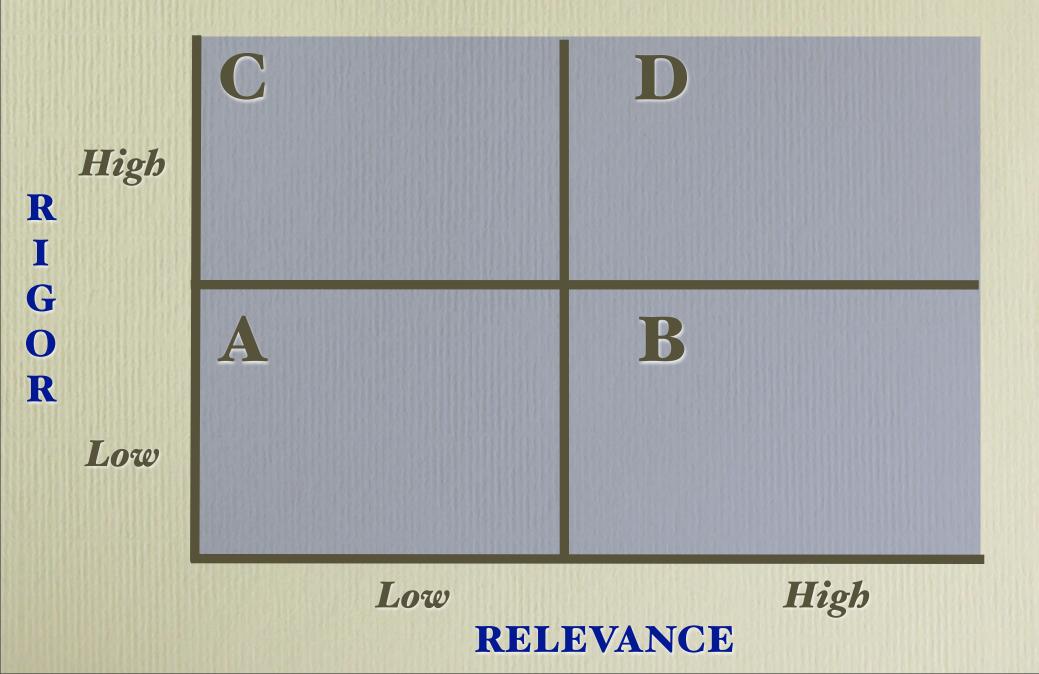
A 6,10,11,15

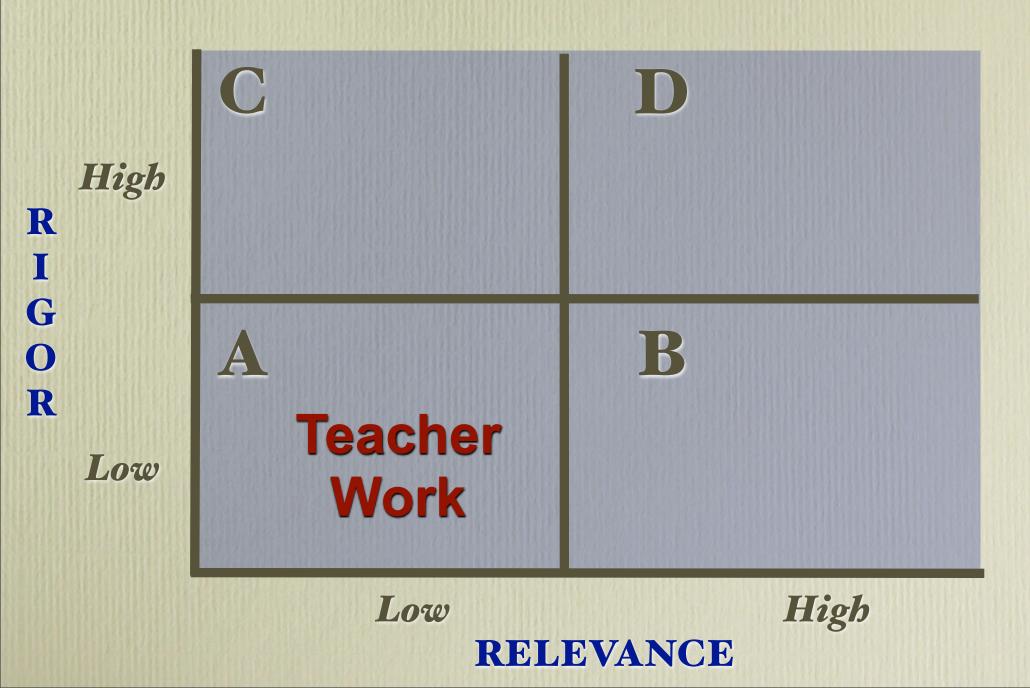
2,3,9,14

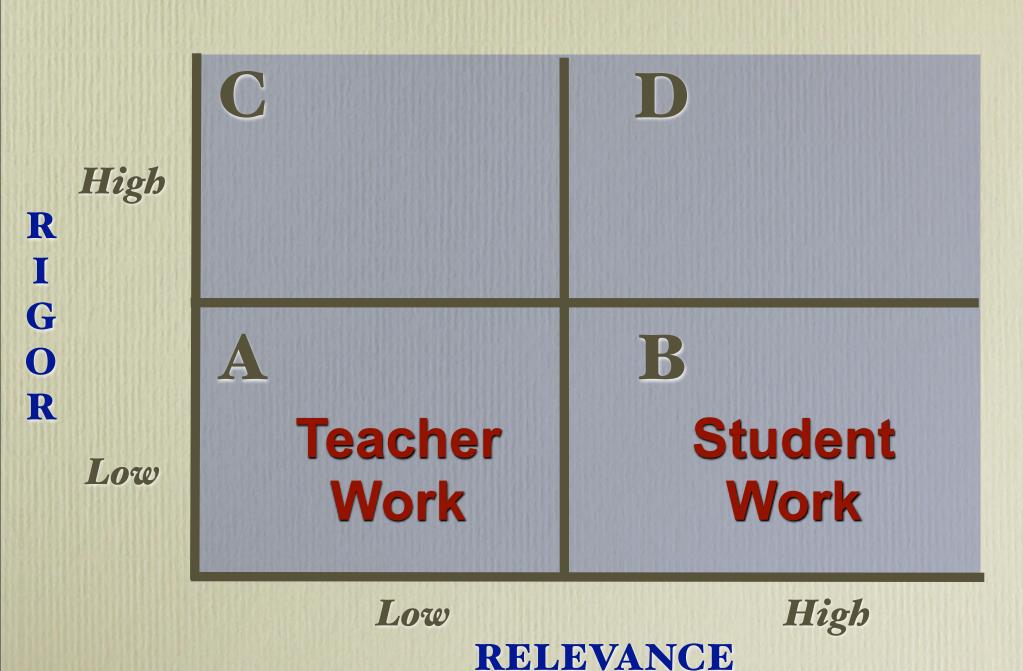
Low

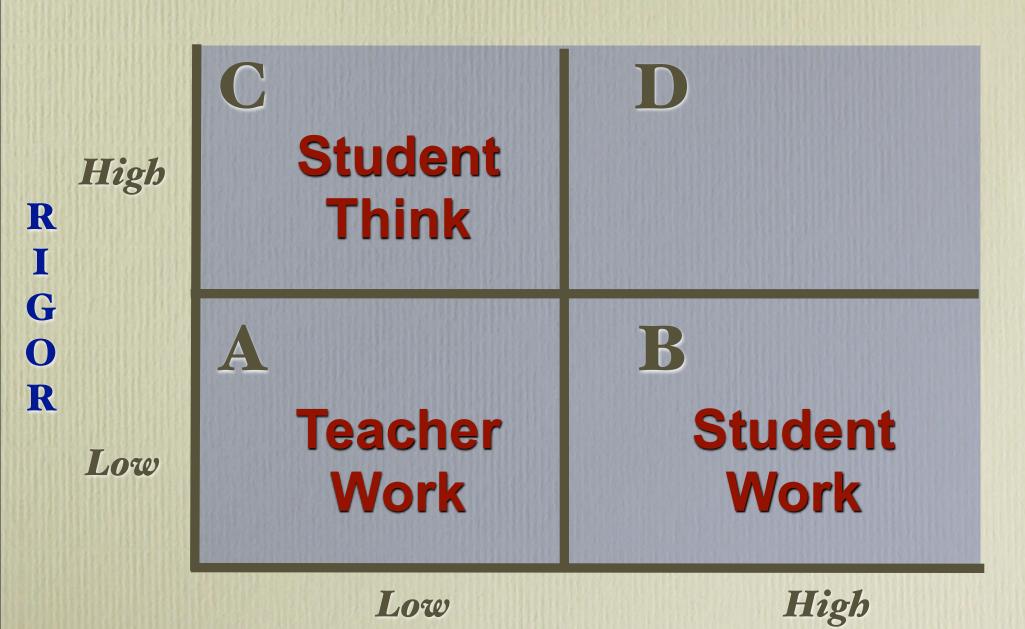
High

RELEVANCE









RELEVANCE

High R G R Low

C Student Think

Student
Think &
Work

Teacher Work

Student Work

Low

High

RELEVANCE

B

Rigor/Relevance Framework Teacher/Student Roles

High
R
I
G
O
R

Low

C Student Think

Student
Think &
Work

Teacher Work

Student Work

Low

High

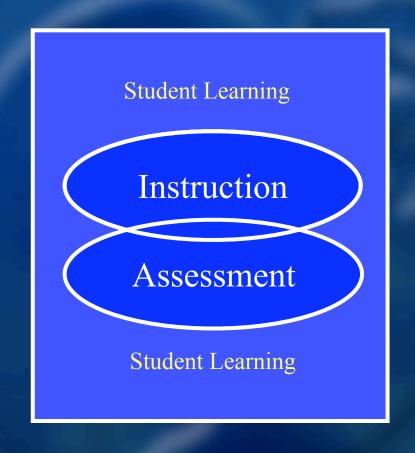
RELEVANCE

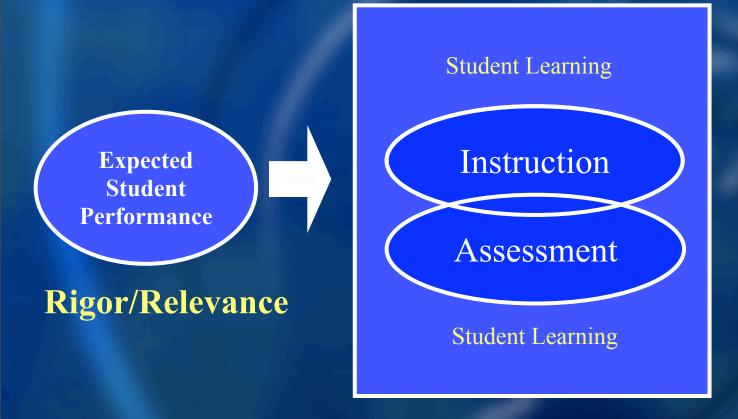
B

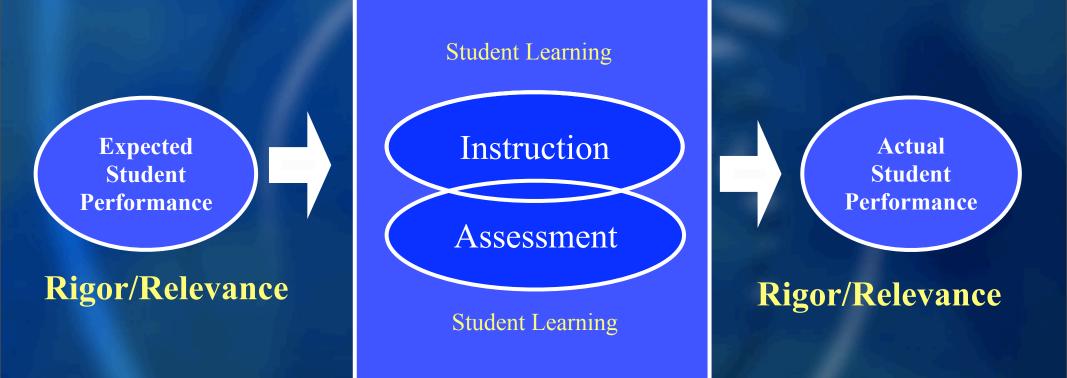
Instructional Planning: Rigor and Relevance is a Forethought NOTan Afterthought

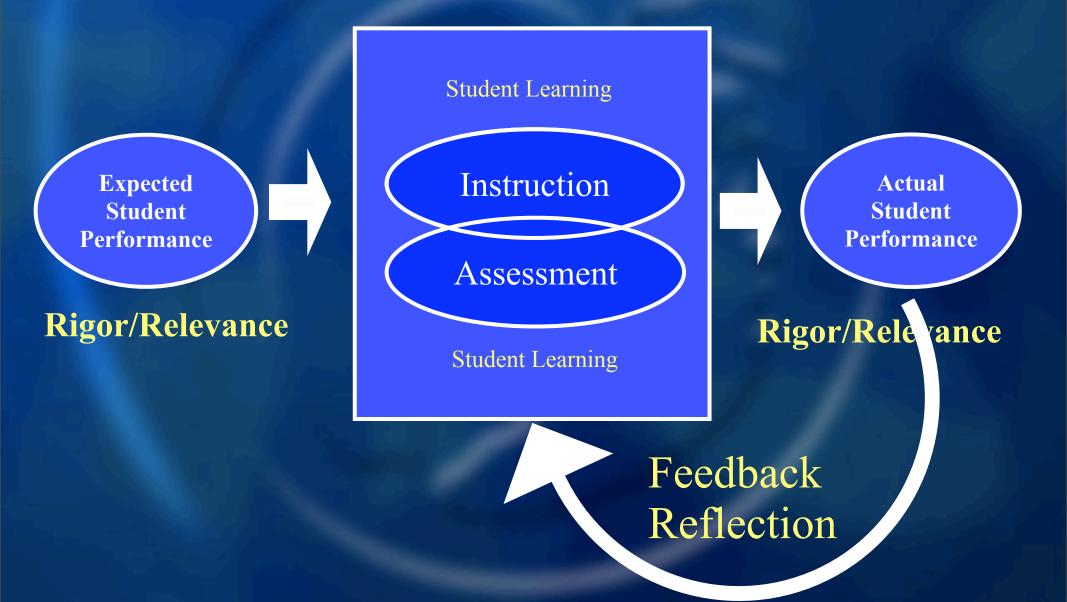
Student Learning

Student Learning









A performance task is a description of how a student is expected to demonstrate understanding, knowledge and skills. The task may be a product, performance or extended writing that requires rigorous thinking and relevant application. It is usually written in the third person describing the learning to other educators.

Student Work

Each district team will draft potential data indicators that may be used as school Learning Criteria to measure the results of student learning in Stretch Learning and Personal Skills Learning. Three to four indicators will be created for each category. These indicators will be designed to challenge schools to raise the rigor and relevance of student learning and be reflective of 21st Century skills, assessment and professional development. Each team will reach consensus on the indicators and develop plans for wider review of these proposals, create data systems and examine obstacles to implement these in the district.

RR as Catalyst for Change- Atlantic Community HS

Atlantic Community High School Delray Beach, Florida





Dr. Kathleen Weigel, Principal

Atlantic Community High School Delray Beach, Florida

- 2600 Students
- Center for Excellence
- Daggett School of Promise
- 37th Best High School in the Nation
- JROTC Honor Unit With Distinction
- 30th largest International Baccalaureate school in the world
- Over 2000 AP/IB exams per year
- 19 National Board Certified Teachers



Atlantic Community High School



- 30% of our students do not graduate on time
- 30% do not graduate with a standard HS Diploma

Challenges and Opportunities

- New Facility
- Shift to Choice Programs
- Delray Beach community reunited



How did we do it?

- Developed a Leadership Team
- Gave the team a mission
 - Develop a compelling ACHS Vision/Goals
 - Develop a Transformation Model
 - Operationalize Educational Theory
 - Establish an aggressive/executable timeline
- Reviewed research and data
- Operationalized philosophical underpinnings



Leadership Team Mission

- Build the transformation plan on core tenets
 - Single School Culture
 - Standards and Performance Based Evaluations
 - Small Learning Communities
 - Project Based Quadrant D Learning Activities

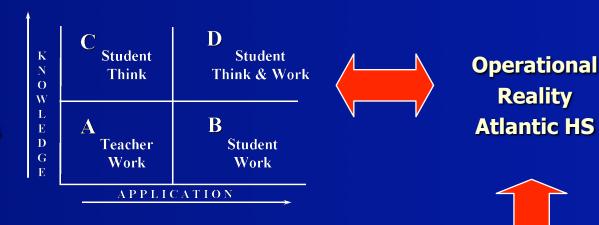
Transformation Goals

- Improve Graduation Rates
- Raise Test Scores (FCAT, PSAT, SAT, ACT, CPT)
- Increase Opportunities to take demanding classes (Honors, AP, IB)
- To prepare students for meaningful employment
- To increase the number of students that are competitive for post secondary education (Tech/ University)
- Increase student eligibility for extra-curricular activities

Philosophical Underpinnings Theory - Reality

Dr. Daggett

- Rigor
- Relevance
- Relationships
- Reflection



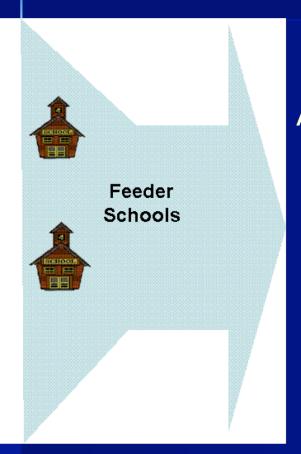
- Stiggins Assessments of and for learning
- Dufour Small Learning Communities
- Howard Data Feedback Strategy/Efficacy



Single School Culture

Dr. Allison Adler, Safe School Institute Palm Beach County Schools

ACHS Academy Model



ACHS AERIE Academy ACHS 10th Grade Academy





Transition to

Single School Culture
Academics
Behavior
Climate

Career Academies "Small Learning Communities"

- IB
- Construction
- Leadership
- Sports Business
- Medical
- Early Childhood Education

School Year 05-06

School Year 06-07

School Year 07-08

9th Grade Academy Goals

AERIE (Atlantic Eagles Rising Into Excellence)

- Develop a sense of belonging
- Establish Small Learning Communities
- Embrace the ACHS Single School Culture
- Understand ACHS expectations
- Connectedness



Leverage student expectation of change

Small Learning Community Synergy

- Build and Empower the Team
- "Institute Common Planning"
- Provide Resources
- Integrate Continuous Staff Development

Rigor

- Conduct fundamental training

 Relevance

 Relationships
 - Relevance
- Reflection
- **Use Gold Seal Lessons**
- **Develop Quadrant D Projects**

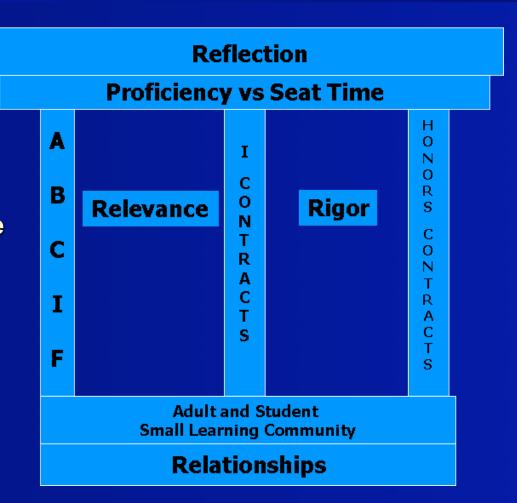


AERIE Academy Two Week Suspended Curriculum

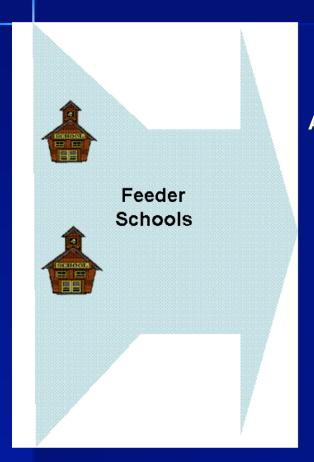
Social Studies	English	Math	Science
Common Assessment	Common Assessment	Common Assessment	Common Assessment
Student Handbook FCAT Explorer Assertiveness Conflict Resolution	Managing Emotions Positive Communication Respect for Self/Others Success Profiles	Decision Making Maximizing Life/Minimizing Stress Addiction Team Building	Goal Setting Bonding & Relationships Safe and Drug Free Study Skills

Building Blocks for Success

- A, B, C, I, F
- I Contracts
- Honors Contract
- Proficiency vs. Seat Time
 - Homework
 - Tutorials



ACHS Academy Model



ACHS AERIE Academy

ACHS 10th Grade Academy





Single School Culture
Academics
Behavior
Climate

Career Academies "Small Learning Communities"

IB

Transition to

- Construction
- Leadership
- Sports Business
- Medical
- Early Childhood Education

School Year 05-06

School Year 06-07

School Year 07-08



Preparing Students for the 21st Century: Weaving 21st Century Skills into K-12 Education

Overview

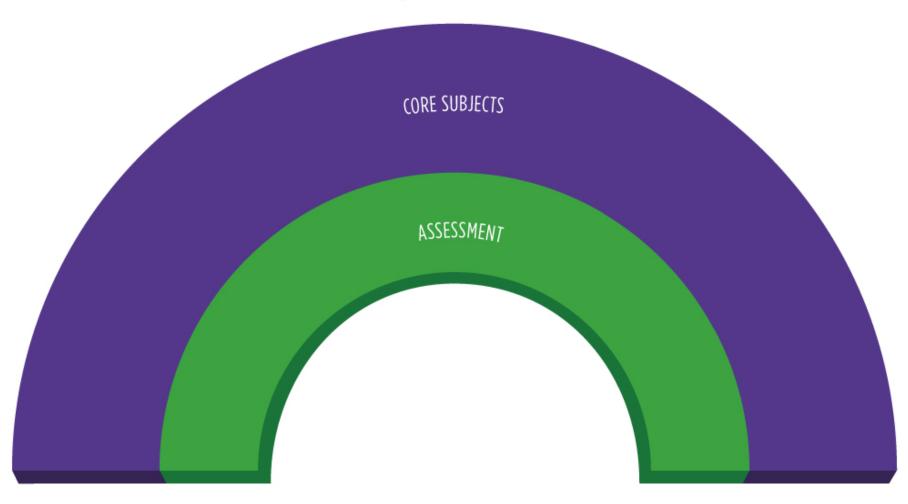
- Why are 21st Century Skills so important?
- What is the framework for 21st
 Century Skills?
- How can we imbed 21st Century Skills in core subjects?
- What should educators do to promote 21st Century Skills?



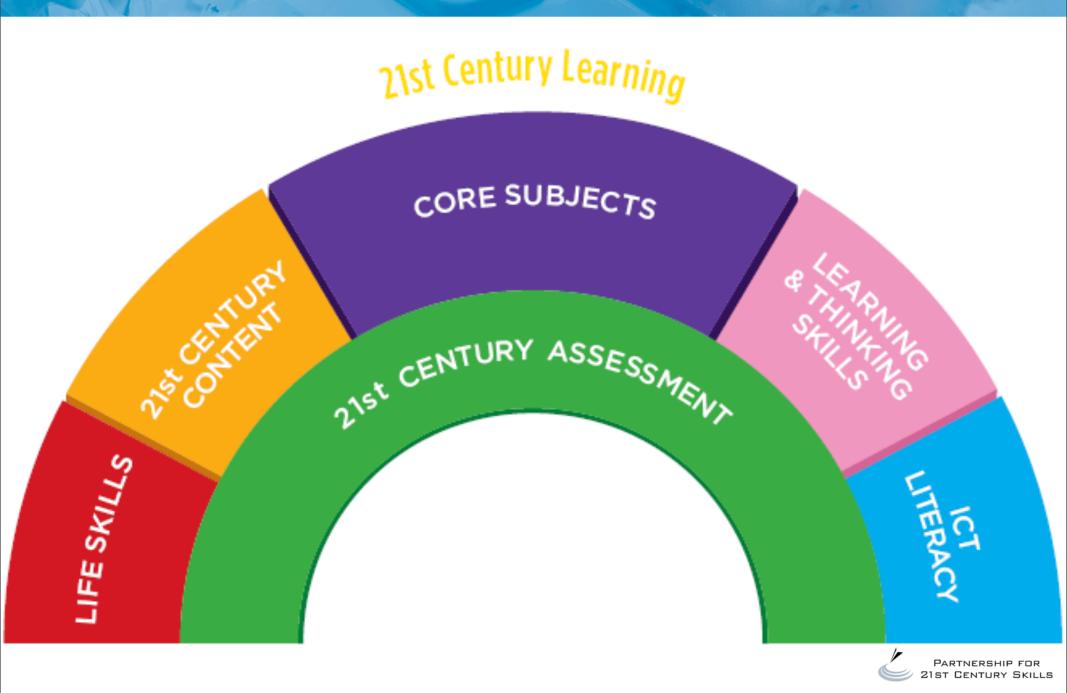
What is the Framework for 21st Century Skills?



20th Century Education Model







Core Subjects

- English
- Reading or Language Arts
- Mathematics
- Science
- Foreign Languages
- Civics

- Government
- Economics
- Arts
- History
- Geography



Thinking and Learning Skills

- Critical Thinking & Problem Solving Skills
- Creativity & Innovation Skills
- Communication & Information Skills
- Collaboration Skills

(These are extremely important in a "flat" world.)



ICT Literacy

Information and communications technology (ICT) literacy is the ability to use technology to accomplish thinking and learning skills:

- Critical Thinking & Problem Solving Skills
- Creativity & Innovation Skills
- Communication & Information Skills
- Collaboration Skills



Life Skills

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility



21st Century Content

- Global Awareness
- Financial, Economic, Business and Entrepreneurship Literacy
- Civic Literacy
- Health & Wellness Awareness



How can we imbed 21st Century Skills in core subjects?



How can we imbed 21st Century Skills in core subjects?

Add Rigor and Relevance!





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Activity

Interdisciplinary Lesson

2. Focus on Professional Development



- 2. Focus on Professional Development
 - Educators have clear focus on goals and expectations



- 2. Focus on Professional Development
 - Educators have clear focus on goals and expectations
 - Opportunity for collaboration



- 2. Focus on Professional Development
 - Educators have clear focus on goals and expectations
 - Opportunity for collaboration
 - School-based learning communities



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 - Tools for collaboration



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 - School-based learning communities
 - Tools for collaboration
 - Timely data



- 2. Focus on Professional Development
 - Educators have clear focus on goals and expectations
 - Opportunity for collaboration
 - School-based learning communities
 - Tools for collaboration
 - Timely data
 - Structures such as coaching, mentoring





3. Focus on Assessment

Multiple Forms of Assessments



- Multiple Forms of Assessments
- Student Informed in Advance



- Multiple Forms of Assessments
- Student Informed in Advance
- Match to Rigor and Relevance



- Multiple Forms of Assessments
- Student Informed in Advance
- Match to Rigor and Relevance
- Tied to Learning



- Multiple Forms of Assessments
- Student Informed in Advance
- Match to Rigor and Relevance
- Tied to Learning
- Proficiency not Seat Time



Conclusion

Every student in this country must be:

- A critical thinker
- A problem solver
- An innovator
- An effective communicator
- An effective collaborator
- A self-directed learner
- Information and media literate
- Globally aware
- Civically engaged
- Financially and economically literate





Obstacles to Rigor and Relevance?





Student Perspective

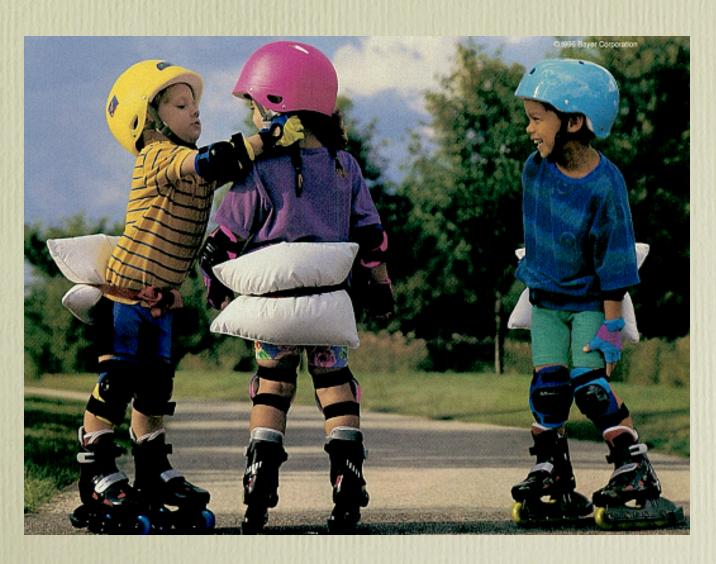


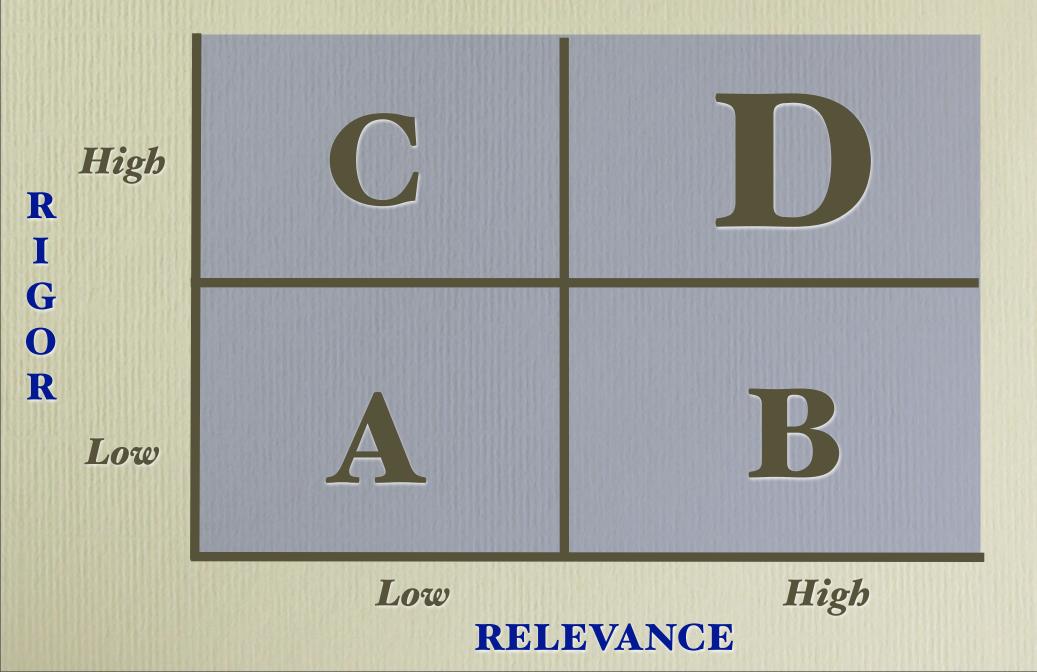
"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much raw material, but warmth is the vital element for the growing plant and for the soul of the child."

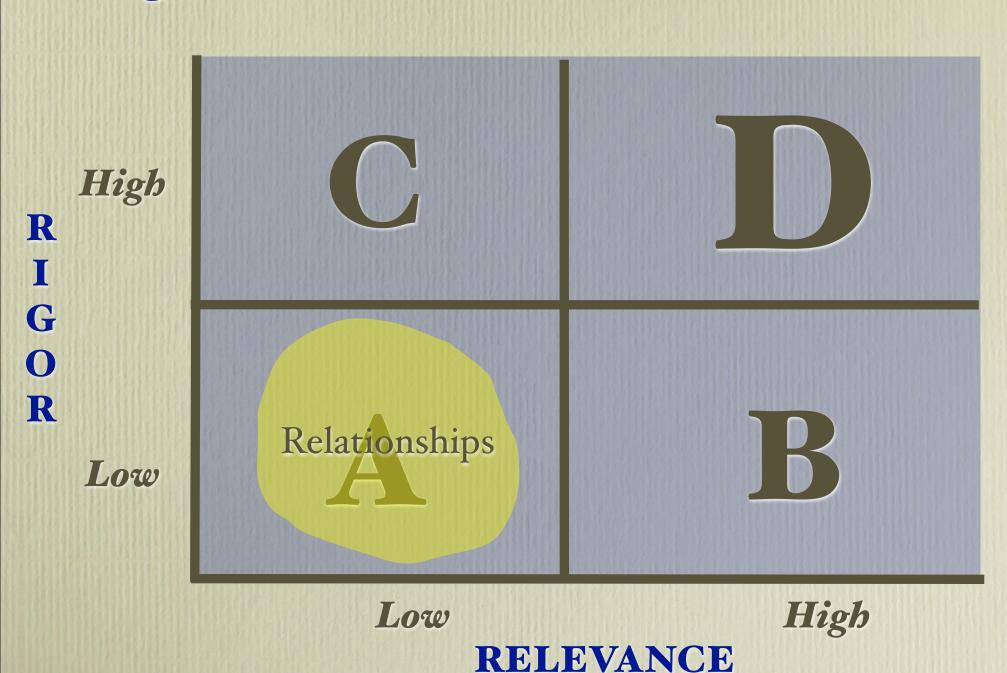
Carl Jung

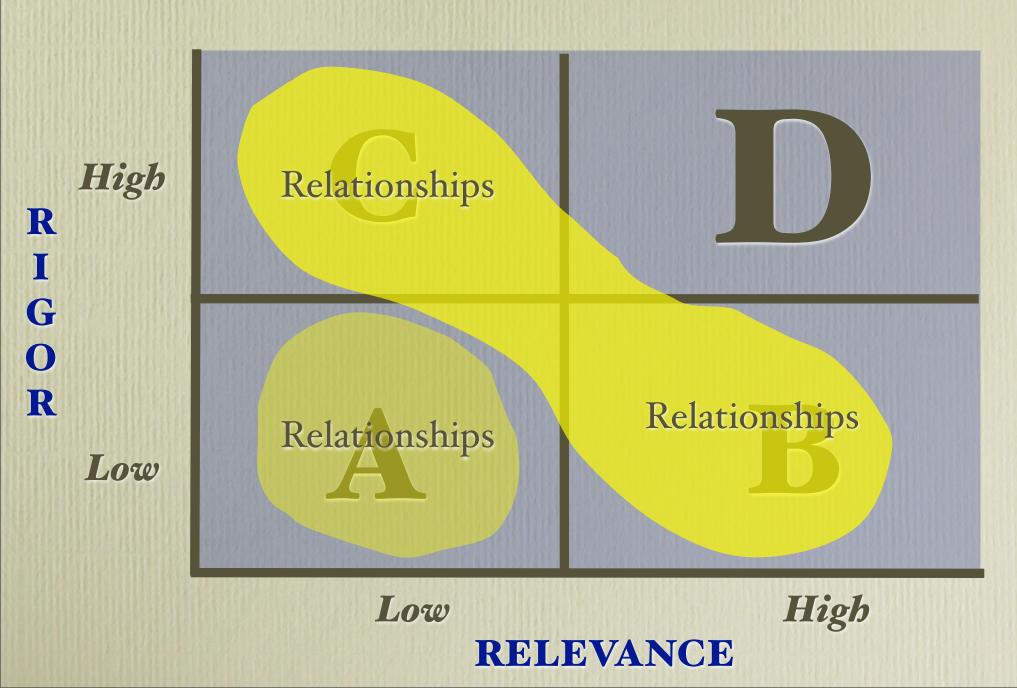


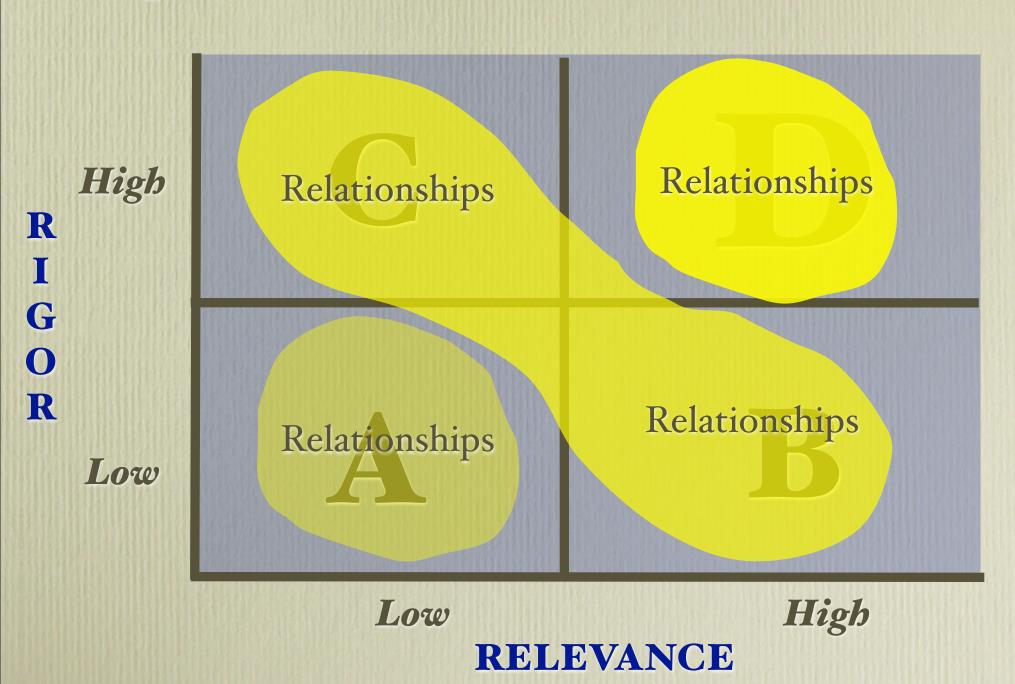
Everyone needs support when they take new risks

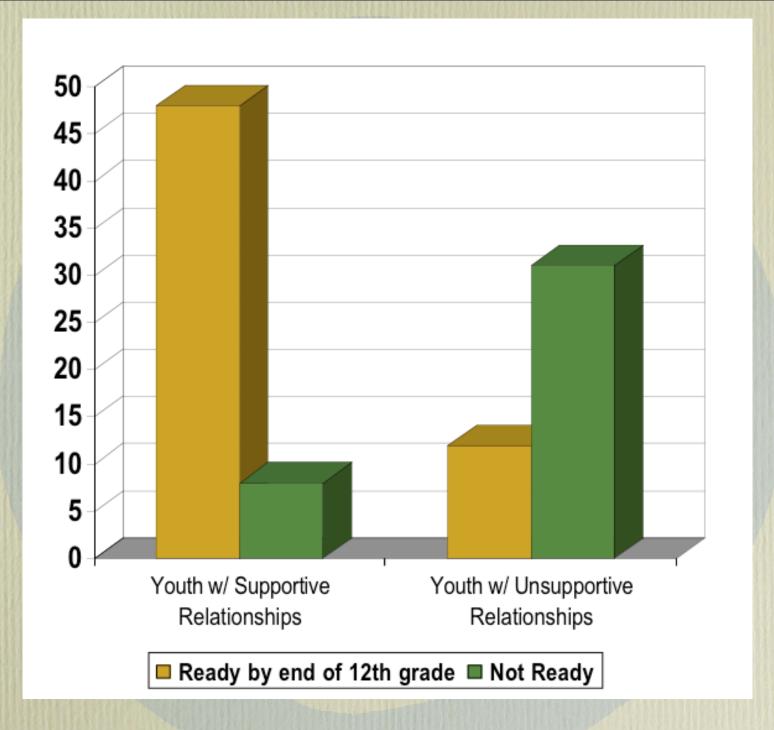












Gambone

Question	Student s	Staff	Question
School is a welcoming and friendly place	??	??	School is a welcoming and friendly place
Students respect teachers	??	??	Students respect me
Teachers respect students	??	??	I respect students
Teachers have fun at school	??	??	I have fun at school
Teachers encourage me to make decisions	??	??	I encourage students to make decisions

Question	Student s	Staff	Question
School is a welcoming and friendly place	??	78	School is a welcoming and friendly place
Students respect teachers	??	91	Students respect me
Teachers respect students	??	99	I respect students
Teachers have fun at school	??	81	I have fun at school
Teachers encourage me to make decisions	??	98	I encourage students to make decisions

Question	Student s	Staff	Question
School is a welcoming and friendly place	53	78	School is a welcoming and friendly place
Students respect teachers	??	91	Students respect me
Teachers respect students	??	99	I respect students
Teachers have fun at school	??	81	I have fun at school
Teachers encourage me to make decisions	??	98	I encourage students to make decisions

Question	Student s	Staff	Question
School is a welcoming and friendly place	53	78	School is a welcoming and friendly place
Students respect teachers	26	91	Students respect me
Teachers respect students	??	99	I respect students
Teachers have fun at school	??	81	I have fun at school
Teachers encourage me to make decisions	??	98	I encourage students to make decisions

Question	Student s	Staff	Question
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Question	Student s	Staff	Question
School is a welcoming and friendly place	53	78	School is a welcoming and friendly place
Students respect teachers	26	91	Students respect me
Teachers respect students	37	99	I respect students
Teachers have fun at school	28	81	I have fun at school
Teachers encourage me to make decisions	??	98	I encourage students to make decisions

Question	Student s	Staff	Question
School is a welcoming and friendly place	53	78	School is a welcoming and friendly place
Students respect teachers	26	91	Students respect me
Teachers respect students	37	99	I respect students
Teachers have fun at school	28	81	I have fun at school
Teachers encourage me to make decisions	57	98	I encourage students to make decisions



Relationship Model



Relationship Model

0. Isolated



Relationship Model

- 0. Isolated
- 1. Known



- 0. Isolated
- 1. Known
- 2. Receptive



- 0. Isolated
- 1. Known
- 2. Receptive
- 3. Reactive



- 0. Isolated
- 1. Known
- 2. Receptive
- 3. Reactive
- 4. Proactive



- 0. Isolated
- 1. Known
- 2. Receptive
- 3. Reactive
- 4. Proactive
- 5. Sustained



- 0. Isolated
- 1. Known
- 2. Receptive
- 3. Reactive
- 4. Proactive
- 5. Sustained
- 6. Mutually Beneficial



Relationship Model - Student Support

1. Known	Teachers get to know students and their families	
2. Receptive	Have frequent contact with students and show interest	
3. Reactive	Some positive support when requested, but sporadic	
4. Proactive	Support from individuals that take the initiative.	
5. Sustained	Fully supported from all individuals over time	
6. Mutually Beneficial	Mutually supportive learning community	



Relationship Model - Student Support

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In The Classroom

	Classroom Mgt.	Relationship Building
Rules		
Power		
Effectiveness		
Risk Taking		
Control		
Teacher Role		
Voice		



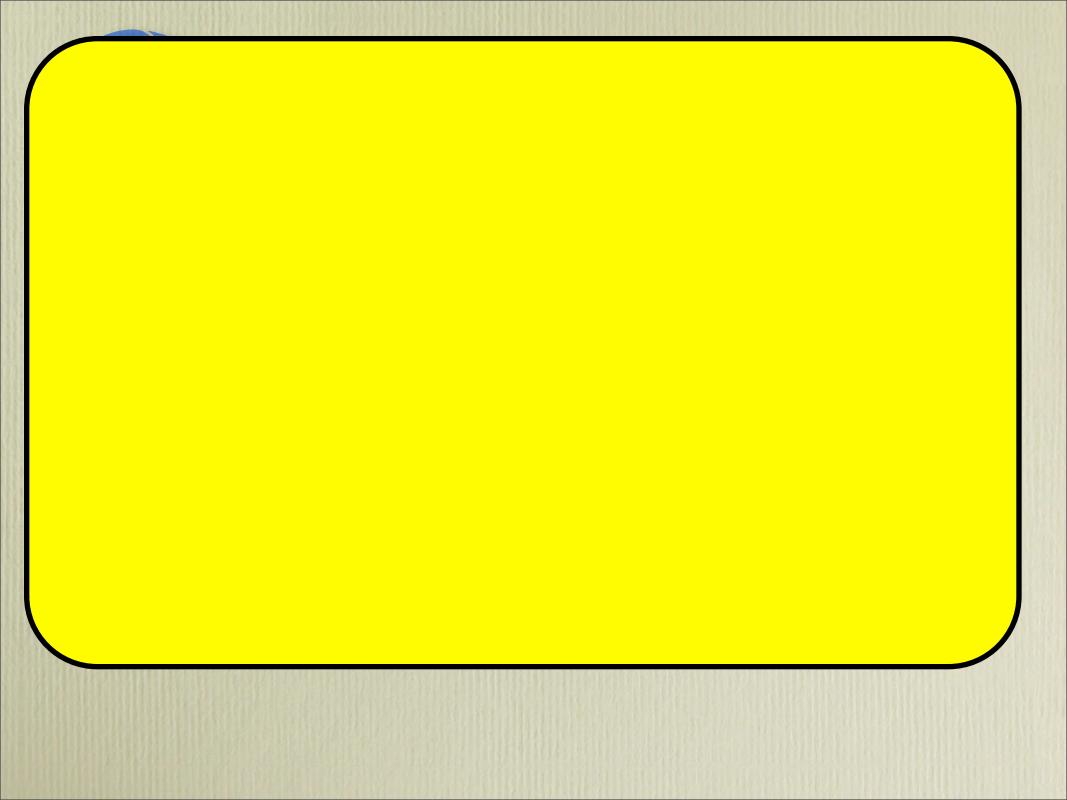
In The Classroom

	Classroom Mgt.	Relationship Building
Rules	Mandated	
Power	Without Question	
Effectiveness	Passive and Quiet	
Risk Taking	Discouraged	
Control	Negative Punishment	
Teacher Role	Absolute Attention	
Voice	Public Pronouncements	



In The Classroom

	Classroom Mgt.	Relationship Building
Rules	Mandated	Negotiated
Power	Without Question	With Respect
Effectiveness	Passive and Quiet	Engaged
Risk Taking	Discouraged	Encouraged
Control	Negative Punishment	Positive Reinforcement
Teacher Role	Absolute Attention	Source of Encouragement
Voice	Public Pronouncements	Private Conversations



"In the years to come, your students may forget what you taught them. But they will always remember how you made them feel."



Supportive Relationships Successful Practices



Supportive Relationships Successful Practices



Behaviors



Supportive Relationships Successful Practices





Supportive Relationships Successful Practices





Supportive Behaviors

- Showing Respect
- Taking Interest
- Active Listening
- Frequent Contact
- Encouragement
- Avoiding "Put Downs"
- Displaying Student Work
- Writing Encouraging Notes
- Identifying Unique Talents

- Celebrating
 Accomplishments
- Serving As Role Model
- Using One-to-One Communication
- Encouraging Students to Express Opinions/ Ideas
- Creating Inviting Classroom Climate
- Exhibiting Enthusiasm
- Using Positive Humor



Supportive Initiatives



Supportive Initiatives

- Character Education
- Beginning of the Year Student Social Activities
- Team Building
- Mentoring
- Rewards, Recognition, Incentives
- Student Advocacy
- Advisement Program



Supportive Initiatives, cont'd.



Supportive Initiatives, cont'd.

- Peer Mediation
- Students as Teachers
- Family, Community, Business Partnerships
- Service Learning
- Extra and Co-curricular Activities
- Sports Programs



Supportive Structures

- Small Learning Community
- Alternative Scheduling
- Team Teaching
- Teacher Continuity
- School-based Enterprise





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Activity

Purpose of Grading page 21



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Activity

Grading as an Obstacle

page 21



- Dr. Robert Lynn Canady, University of Virginia
- Dr. Rick Stiggins Assessments of and for learning
- Dr. Richard DuFour Small Learning Communities
- Dr. Jeff Howard Data Feedback Strategy/ Efficacy
- Dr. Kathleen Weigel, Atlantic Community High School
- Dr. Richard Jones- ICLE



What is a grade and what does it mean?

- I got a "C", what does that mean?
- Does it mean:
 - I am smart but just lazy?
 - I am a little slow but worked real hard?
 - I am smart, worked hard, but did not have all the skills I needed to achieve mastery?
 - I was quiet, cute, or not a trouble maker?
 - I am ready to take the next higher level class?



What does a grade mean to:

- A student
- A parent
- A teacher
- A Principal



Does a "B" in Mr. Gonzalez' class mean the same thing as "B" from

Ms. Jean Louis?



- A student completes all of his homework assignments, and receives an average score of 50% on his exams...
 - Should he move on to the next math level?
 - What is his grade?



• A student receives a 87% average on all of your tests but never turned in any of the 10 homework assignments what grade should he get?



What do you say to a parent of a student that receives an "A" in your class but can't pass FCAT?



•Does a letter grade tell a parent what their student has learned?



 How do grades impact the motivation of students who experience early failure and see no way to climb out of the hole that you are in?



Efficacy

Effective effort produces results

• You teach your best (LTC Jim: "You teach your guts out..." and student results for the first exam:

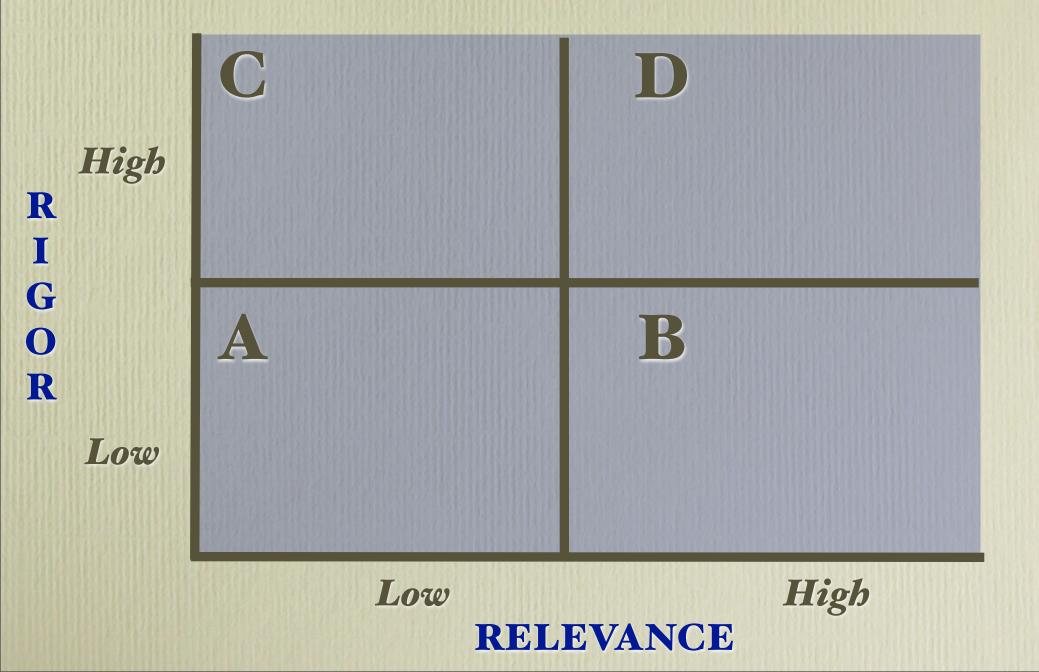
1 "C", 1 "D" and 20 "F"s.

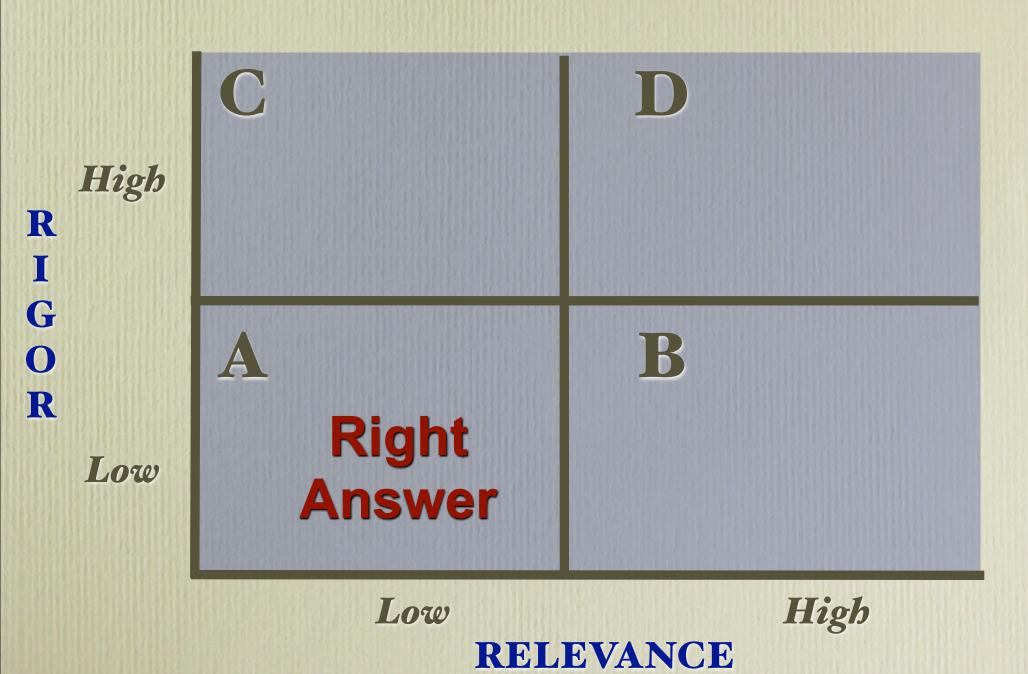
• What now?

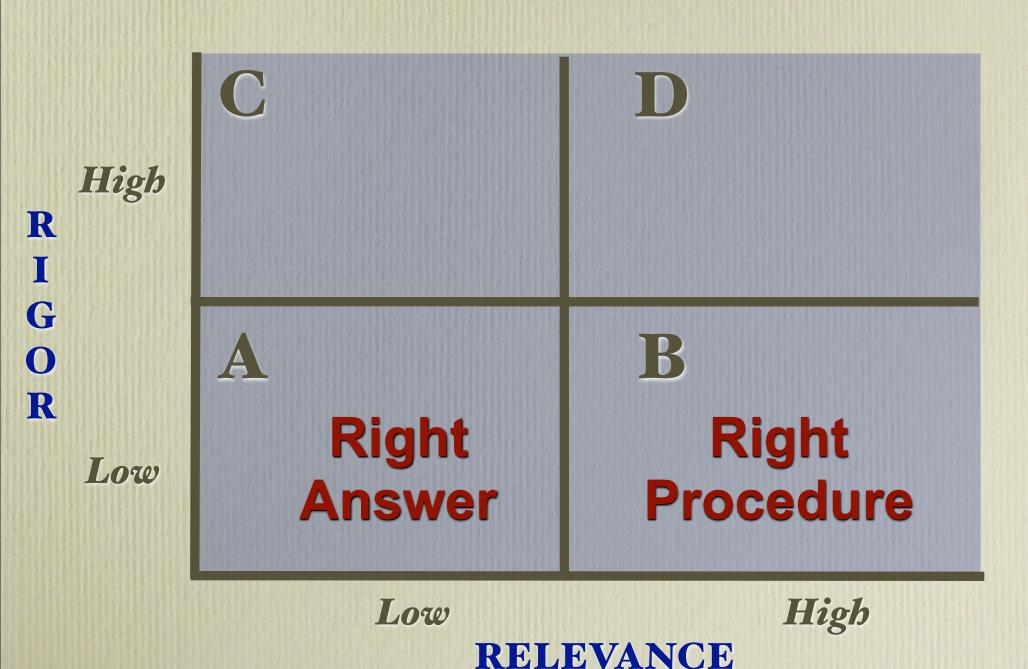


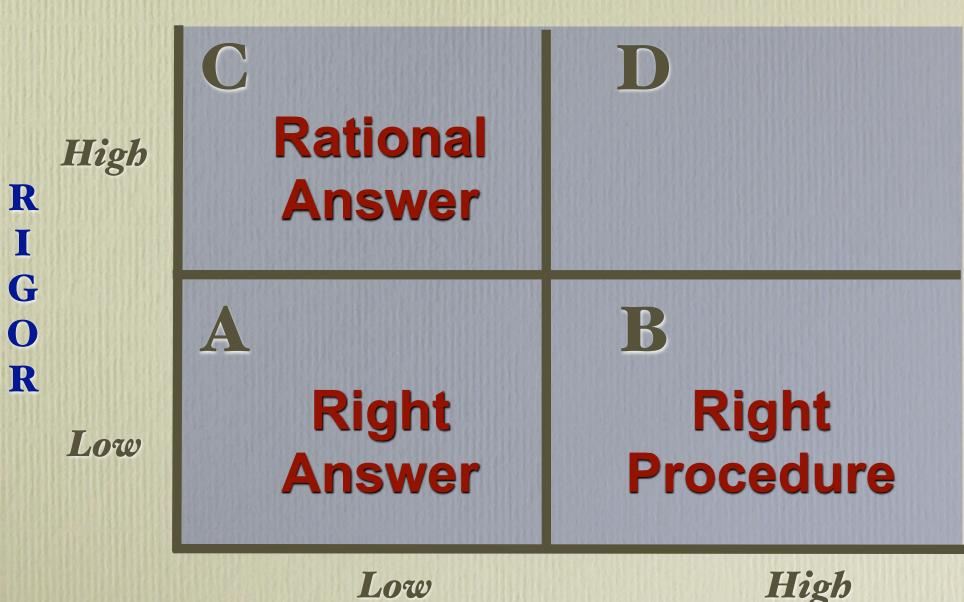
Practices that inhibit learning

- Inconsistent grading scales
- Pattern of assign, grade, teach
- Grading first efforts
- Inconsistent grading criteria
- Over-use of zero grades









RELEVANCE

C Rational High **Answer** R G B R Right Low **Answer**

D Right Questions

Right Procedure

Low

High

RELEVANCE

Rigor/Relevance Framework Grading

High R G R

Low

C

Rational **Answer**

Right Questions

Right **Answer** B

Right **Procedure**

Low

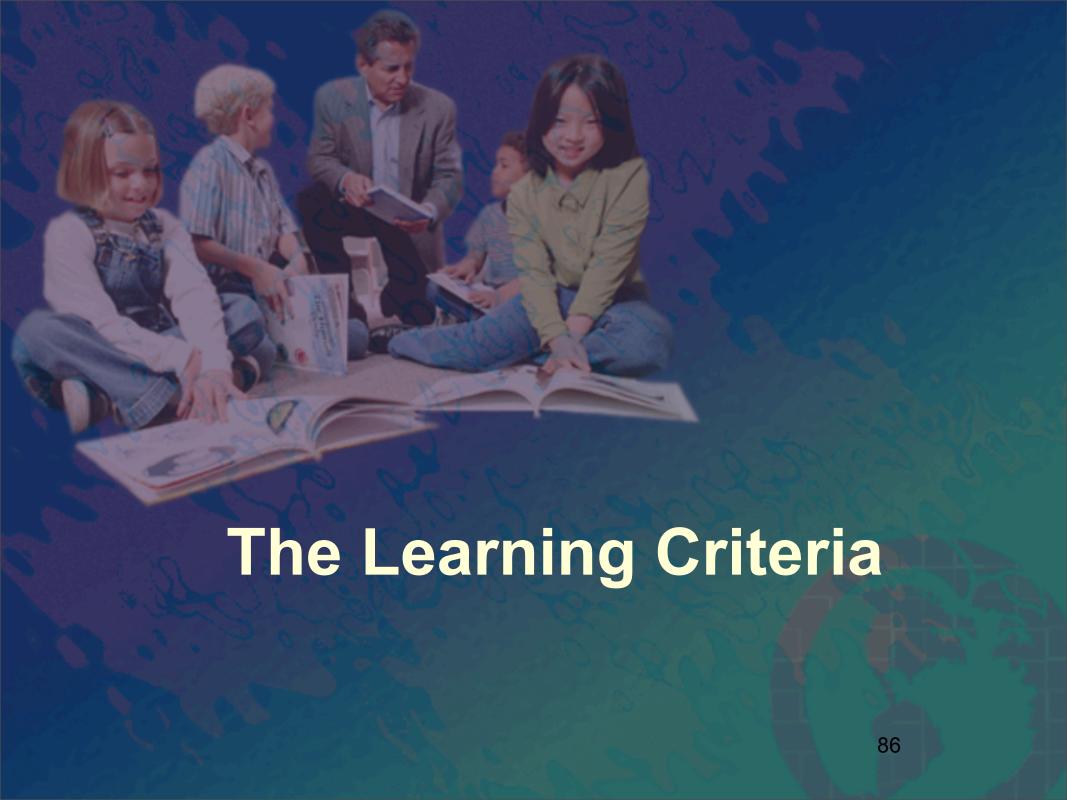
High

RELEVANCE



Activity

Carousel Activity



How do you want your system evaluated?

Evaluation Systems

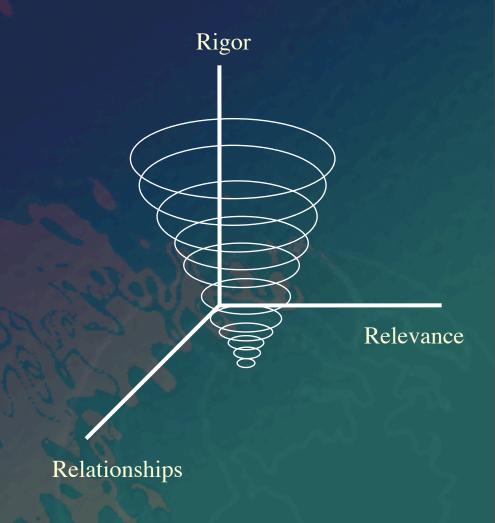
Many of our systems are incomplete because we over measure some things and not measure enough of others.

Learning Criteria to Support Rigor, Relevance & Relationships

- Every school has its own DNA.
- School success is measurable beyond the tests.
- Data must drive school improvement initiatives.
- School growth and continuous improvement is an ongoing, collaborative process.

Success Beyond the Test

- Core Academics
- Stretch Learning
- StudentEngagement
- Personal Skill Development







- Core Academic Learning
- Stretch Learning
- Student Engagement
- Personal Skill Development



- Core Academic Learning
- Stretch Learning
- Student Engagement
- Personal Skill Development

Definition

Demonstration of rigorous and relevant learning beyond minimum requirements (e.g., achievement and participation in higher level courses, specialized courses)



- Core Academic Learning
- Stretch Learning
- Student Engagement
- Personal Skill Development



- Core Academic Learning
- Stretch Learning
- Student Engagement
- Personal Skill Development

Definition

Measures of student personal skills such as work habits, interpersonal effectiveness, leadership, service to others, responsibility, and selfmanagement.



 What is the core learning that you will stand behind for each and every student?

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- How do you insure that you are stretching each and every learner?

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- How do you insure that you are stretching each and every learner?
- How do you know your students are motivated, committed and engaged in their learning?
- What evidence supports the development of positive behaviors and attitudes, and how do you measure personal, social, service, and leadership skills?

Data Indicators	School Performance	Sustained	Disaggregated	Benchmarked (Target)
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What is your obstacle to Rigor and Relevance?





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